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ABSTRACT

This book examines the difficulty in the United States of educating students about civic ethos. While most educators agree about the importance of civic education, many disagree over how to go about that education. This study concentrates on the role textbooks play in the debate over civic education. It examines education's role in reflecting and producing social change. This examination is based on a quantitative, content-analytical study of the leading high school United States history textbooks from the past 50 years, and the historical record of the teaching profession. Chapters are entitled: (1) Introduction: Textbooks and Citizen Education; (2) Progressive Thought and the Rise of the Progressive Era Intellectual Class; (3) Progressive Education Changes the Curriculum; (4) Filler Feminism in High School History Textbooks; (5) History by Quota? (6) On Judging Civilizations: The Discovery of America, Noble Savages, and the Like; (7) The Rise of American Capitalism: The Story of the Robber Barons; (8) Historical Hindsight and Appraising Presidents; and (9) Conclusion: Education and Civic Order. (RJC)

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